**Learning Support Teacher Role**

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| **“EXPECTATIONS” for the ‘LEARNING SUPPORT TEACHER’ Role:**  **As a member of the**  **school’s learning support team:** | **Person(s) most responsible for this role:** | **On a scale of 1-10 (1 being low), what is your confidence level in each of these expectations?** | **What support would you need to accomplish these expectations?** | **What else would you like us to consider as we move forward?** |
| 1. Facilitate professional development opportunities for education staff so they have access to the guidance and support needed to build and enhance their skills, knowledge, and expertise necessary to implement ‘high’ quality learning environments (QLEs) in their classrooms. |  |  |  |  |
| 1. Provide and facilitate instructional coaching, co-teaching and/or co-planning opportunities for education staff to enhance QLEs in classrooms |  |  |  |  |
| 1. Support teachers in building their capacity to provide effective universal supports for all students and help school staff to provide and access targeted and specialized supports for students. |  |  |  |  |
| 1. Provide education staff with guidance and support needed to make program/curriculum adaptations/modifications and instructional/assessment accommodations to meet individual student needs in the classroom. |  |  |  |  |
| 1. Facilitate and support a process in the school to effectively implement ‘assistive technology for learning’ tools/strategies. |  |  |  |  |
| 1. Coordinate specialized services so students who require targeted and/or specialized services have access to professional support from division personnel and/or outside agency specialists/consultants when needed. |  |  |  |  |
| 1. For students who require targeted and/or specialized supports, ensure teachers and parents/guardians have access and support needed to develop and implement the Inclusive Education Planning Tool (IEPT) or IPP |  |  |  |  |
| 1. Work with the school to ensure that early literacy (and literacy) programming is in place and that outcomes relating to early literacy (and literacy) are achieved. |  |  |  |  |
| 1. Work with the Principal, the ECS teacher and the Early Intervention Coordinator to ensure students who require supports and services through Program Unit Fund (PUF) and Mild/Moderate services have programming supports needed. |  |  |  |  |
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| Final Thoughts: the Student Services and Learning Services department have created a draft definition of coaching for CESD:  ***Peer Collaborative Coaching***   * ***Teachers continuously support and reflect upon their classroom practices through co-planning, co-teaching, modelling and data collecting to enhance the quality learning environments for all students.*** | | 1. **What do you like about this definition?** | 1. **What’s missing from this definition?** | 1. **What questions do you have about coaching?** |